

## Beginning with Fiction



### Lesson Preparation

Daily Lesson 12	WRITING	
	TEKS	Ongoing TEKS
	E1.13A E1.14A E1.17Ai	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li> <li>— What does it mean to be effective writer?</li> <li>Authors use conventions of written language to communicate clearly and effectively.</li> <li>— What do good grammar skills allow both a good reader and writer to do?</li> </ul>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Writing process</li> <li>Verbal</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Teacher Writer's Notebook (1)</li> <li>Writer's Notebook (1 per student)</li> <li>Writing Folder (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Handout: <b>Verbals</b> (1 per student)</li> <li>Teacher Resource: <b>RAFTS</b> (1)</li> <li>Teacher Resource: <b>English 1 Unit 01 Reading Appetizer</b> (1)</li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Designate a section in the Teacher's Writer's Notebook for <b>Conventions Practice</b>. Choose a sentence(s) from any model teacher writing from the unit to model verbals in writing.</li> <li>Use Teacher Resource: <b>RAFTS</b> to prepare Anchor Chart: RAFTS to share with students.</li> </ol>	

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	<p>4. Decide the point of view options ahead of time to help students guide their voice as they write an engaging story.</p> <p>5. Prepare to <b>Think Aloud</b> as to model planning an engaging story based on one of the Writing Appetizers from previous lessons.</p> <p>6. Refer to Teacher Resource: <b>English 1 Unit 01 Reading Appetizer</b>, Writing Appetizer #6. Students will independently develop a theme based on a one-word thematic concept. Some students will need assistance. Prepare accordingly.</p>
Background Information	<p>Verbal - a phrase using verbs as nonverbs; there are three types of verbals:</p> <ul style="list-style-type: none"> <li>• Gerund - <b>a word derived from a verb ending in -ing that is used as a noun (e.g., reading is fun)</b></li> <li>• Infinitives - <b>the uninflected or base form of the verb, usually preceded by to (e.g., to go)</b></li> <li>• Participle - <b>a verb form incorporating the use of -ed or -ing for regular verbs and using the third principle part of the verb for irregular verbs. These verb forms are used to form the progressive tenses (e.g., speaking in Jim was speaking) or to serve as modifiers (e.g., writing in the writing assignment).</b></li> </ul> <p>This Instructional Routine partially assesses Performance Indicator: <i>“Use the writing process and conventions of language to write an engaging story using a range of literary strategies and devices to enhance the plot.”</i></p> <p>Students should be familiar with the writing process. As their writing skills develop and become more sophisticated, students in English I are expected to:</p> <ul style="list-style-type: none"> <li>• Plan by selecting the appropriate genre</li> <li>• Structure ideas in a sustained and persuasive way and develop drafts in both timed and open-ended situations</li> <li>• Revise to improve style, word choice, figurative language, sentence variety, and subtlety of meaning</li> <li>• Edit drafts for grammar, mechanics, and spelling</li> <li>• Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences</li> </ul>
Teacher Notes	<p>The Writing Appetizers from the previous daily lessons will play a large role in this formal piece of writing. It is important that students have been given the opportunities to make connections between life and the universal truths they have reflected upon, written, and shared. If these connections have not been made, prepare to review this concept before moving forward.</p> <p>Writing in front of students is an important instructional strategy to use consistently. In every sport that is taught, there is a coach that models how that sport should be played. Unfortunately when it comes to writing, many times it is assigned rather than taught. Students need to see the struggles a writer goes through to produce a finished work. Students need to see their teachers as writers.</p> <p>Sometimes students write what they think a teacher wants to hear and what they believe will get them a good grade. Neither approach fosters effective writing. The goal is to create effective writers who write for themselves and for a real audience. Consider the significance of the</p>

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	process, and do not just focus on the final product as a means of assessment. In the words of Ruth Culham, “We want writers, not just finishers.”

## Instructional Routines

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<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students plan an engaging story.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Reading Appetizer</li> <li>2. Instruct students to designate a section in the Writer's Notebook for <b>Conventions Practice</b>. Explain to students that over the next few days, they will begin each writing Mini Lesson with a <b>Conventions Practice</b>. These are meant to be short reviews of concepts previously taught or brief introductions prior to application in writing.</li> <li>3. Display and distribute Handout: <b>Verbals</b> and review the information.</li> <li>4. Present your selected sentence(s) from one of your writing models. Model using a verbal to improve your writing by rewriting the sentence(s) using a verbal to add variety and clarity to your writing.</li> <li>5. Display Performance Indicator 02. Discuss expectations and clarify as needed.</li> <li>6. Explain to students that they will be using one of the Writing Appetizers they have written in previous lessons as the starting point for an engaging story.</li> <li>7. Review each step of the writing process, clarifying and expanding as needed. Remind students that they have already completed the first step of planning through the completion of Writing Appetizers throughout the unit.</li> <li>8. Ask: <b>What are the characteristics of an engaging story?</b> Discuss responses and refer to literary techniques authors used in text(s) read during Reading. Discussion should include character development, point of view, and techniques used to develop and advance the plot.</li> <li>9. Model drafting a literary story based on brainstorming notes from a previous teacher-modeled Writing Appetizer. This writing should be quick and unlabored. Time will be provided for adding details later. Review the theme, conflict, and character that may have been developing during Writing Appetizer. Create a table with the headings <i>Beginning</i>, <i>Middle</i>, and <i>End</i>. Ask students for input and <b>Think Aloud</b> a plausible beginning of a story that would incorporate the conflict already brainstormed. Continue using the table to develop a middle or climax of the story. The end should incorporate a resolution to the brainstormed conflict and a representation of the theme previously developed. After completing the table, model writing prose portraying the beginning of the story, ending the modeling when students seem comfortable with the process. Students should see the process of using a simple plot structure of beginning, middle, and end to incorporate a planned theme, conflict, and characterization.</li> <li>10. Distribute Writing Folders and explain that students will be creating an engaging story based on one of the previous Writing Appetizers. Explain that they should keep all of their prewriting, drafts, etc. in the Writing Folder.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Students complete Handout: <b>Verbals</b> and secure it in the <b>Conventions Practice</b> section of the Writer's Notebook.</li> </ol>

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	<ol style="list-style-type: none"><li>2. Students review their Writing Appetizer entries and write a literary story based on their brainstorming. They should include verbals in their writing to add clarity and variety.</li><li>3. Students share their writing with a partner.</li></ol>
Closure	<ol style="list-style-type: none"><li>1. Ask: <b>What are the characteristics of an engaging story?</b> Discuss responses.</li></ol>